

Abbots Green Academy Child Protection Procedures

Date: September 2019

Next review due by September 2020

Our designated safeguarding staff

			
Mrs Jo Uttley	Mrs Angie Morrison	Mrs Laura Arfi	Mrs Natalie Heath
Designated Safeguarding Lead - DSL Designated Teacher for Children in Care	Deputy DSL	Alternate Designated person	Alternate Designated person
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Mrs Angie Morrison	Mr Paul Jay	Darren Woodward	Mrs Jo Moore
Headteacher	Chair of the local governing body	Director of Education	Safeguarding Governor
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Aim

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.

2. These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2019). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:
 - a. protecting children from maltreatment
 - b. preventing impairment of children's health or development
 - c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - d. taking action to enable all children to have the best outcomes

Expectations

3. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
4. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:
 - a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
 - b. must work, and be seen to work, in an open and transparent way
 - c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
 - d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
 - e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
 - f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
 - g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

Early help

5. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

6. Early help at Abbots Green includes identifying the needs of the child and the family. Intervening early with families in a supportive non-judgemental way leads to a trusting relationship and more positive outcomes for the family.

At the centre of our early help is our Rainbow Room. This was opened 2 years ago and is constantly evolving and developing further. We have a full-time Family Support Worker (Laura Arfi) who is based in the Rainbow Room and works across the school to support our children as any needs arise. Pupils are encouraged to speak to trusted adults within the school and support is offered on an individual basis.

The Rainbow Room includes:

- an early morning breakfast club to support with transition from home to school (invitation only)
- a lunchtime club to develop a wide range of skills which strengthen pupil's social interactions (again pupils are invited to this as needs emerge)
- nurture provision in the afternoons where pupils work collaboratively to challenge and develop their emotional and social skills in order to support them across the curriculum and to build strong foundations for their future.

Mrs Arfi is also a qualified ELSA (Emotional Literacy Support Assistant) at school. Staff refer pupils to the ELSA in agreement with parents (carers/social workers) who can offer support directly to the pupils. At Abbots Green, we form strong relationships with every family – as part of this, Mrs Arfi is also qualified to deliver parenting courses if support is needed.

We believe that our vision for early help allows all children to grow as individuals in partnership with their wider family network.

The school also works closely with Suffolk Young Carers, School Nurse, Nicky's Way, Primary Mental Health Team, County Inclusive Support Services and the Children and Young Peoples Services to offer support and guidance to pupils, families and staff.

If necessary pupils and families will be referred for additional support through CAF referrals.

What to look out for (recognising children who are experiencing or at risk of harm)

7. Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see [Part 1 and Annex A of Keeping children safe in education \(September 2019\)](#)). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" (see [Sexual violence and sexual harassment between children in schools and colleges](#)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see [The prevent duty: for schools and childcare providers](#)), and is similar in nature to protecting children from other forms of harm and abuse.

How to respond

8. If you have a concern about a child's wellbeing, based on:
 - a. something the child or their parent has told you
 - b. something another child has told you
 - c. something you have noticed about the child's behaviour, health, or appearance
 - d. something another professional said or did

Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.

9. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
 - a. **Do not investigate** but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**
 - b. If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. For example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe.'
 - c. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
 - d. As soon as possible after the event, record the incident or concern using the recording form for safeguarding concerns on CPOMS (online). Paper recording forms are available in staffrooms or Deputy Head teacher's office ONLY to be used if the internet is not working. If there was a disclosure, record the words of the child or parent rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.
10. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

Who to pass concerns on to

11. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for Children in Care, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

Safeguarding concerns about another adult in the school

12. Safeguarding concerns about another adult in the school must be referred to the Headteacher (or whoever is fulfilling the role in their absence), without delay. If the concerns are about the Headteacher they must be referred to the relevant trust Director of Education. They will contact the local authority Designated Officer (LADO) within one

working day in respect of all cases in which it is alleged that a person who works with children has:

- a. Behaved in a way that has harmed a child, or may have harmed a child;
- b. Possibly committed a criminal offence against or related to a child; or
- c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding (swatts@unitysp.co.uk)

Whistleblowing

13. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's [whistleblowing policy](#).
14. The [NSPCC Whistleblowing Advice Line](#) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: help@nspcc.org.uk.

Reviewing these procedures

15. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2019), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

Contact details for the local authority

16. To seek advice before making a referral to the local authority contact MASH (Multi Agency Safeguarding Hub) Professional Consultation Line Tel: 0345 6061499
17. To make a referral to the local authority:

What to do if you are concerned about a child? Everyone has a part to play in protecting and safeguarding children. Customer First is the initial point of contact for social services in Suffolk. If you are concerned about a child please report this to:

Customer First on 0808 800 4005

Calls are free from landlines and most mobiles, and lines are open 08:00-18:45 Mon-Fri. Outside these hours calls are automatically diverted to the Emergency Duty Service, which deals with any matters that cannot wait until the next working day.

Further information on how to make a multi-agency referral can be found at <https://www.suffolkscb.org.uk/working-with-children/how-to-make-a-referral/>

If the child concerned is attending Abbots Green Academy please also inform the Designated Safeguarding Lead at the school – Mrs Jo Uttley on 01284 718818